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SUBSTANTIATION OF THE CONTENT OF THE TRAINING OF FUTURE TEACHERS OF FINE ARTS

Today, in Europe and throughout the world, the intelligentsia is increasingly aware of the negative impact on the humanitarian sphere, the spiritual life of man, and the mechanical assimilation of unified consumer standards. The Ukrainian people, using their moral and spiritual heritage, have great opportunities for improving the development of creative potential of youth. Aware of the huge cognitive and educational potential of fine art, it needs to be introduced into the educational process by media resources.

The basis for our study is the concept of "teacher training". The closest to him in the systemic affinity - the concept of "readiness", "preparedness". In our opinion, the above terms combine such a characteristic as "preparedness". Under the latter one is understood as a desire, a desire, a motivated need for pedagogical activity. From here follows another concept - "professional readiness", which is used in several values or is identified with the category "professional training". In this case, the word "preparation" is the key. The term "preparedness" is explained as the "availability" of training or "property", "the state" prepared.

Thus, teacher training is a process of formation of professional readiness, which is a subjective state of the individual, who considers himself capable and prepared to perform certain professional activities and seeks to fulfill it. This condition is formed in the process of professional training as a system of organizational and pedagogical measures that ensure the formation of the personality of the professional orientation of knowledge, skills, skills and professional preparedness. In a descriptive context, the essential characteristic of the future teacher's training is complex, multidimensional and many functional activities regulated by its purpose, tasks, content, a certain system of actions and operations.

The analyzed scientific approaches and directions make it possible to consider the professional readiness of the future teacher of fine arts as a category related to the personality-activity level. This is due, first of all, to the very essence of the process of organization of educational work and requirements to the teacher as the subject of this type of activity.

So, in general, we tend to interpret the professional readiness of the teacher as a personal quality, which is the result of preparedness for this type of activity. Regarding a particular pedagogical specialty, we define professional readiness of the future teacher of fine arts as a complex multidimensional, multilevel personal formation, which is a fundamental condition for the successful implementation of the pedagogical functions of organizing various forms and the use of a wide variety of methods and technologies of design activity.

The future teacher of fine arts should be an artist - able to draw and paint with paint, to have the necessary visual materials and techniques. Know the history of art, understand the language of graphics, painting, sculpture, decorative art, architecture, understand the composition of the laws, the specifics of the types and genres, styles, directions, currents, methods, etc. It has been established that the professional training of the teacher of fine art is integrative in its nature, shows all the signs of activity - objectivity, purposefulness, subjectivity, consciousness, productivity, etc. It can be characterized as follows: - as artistic activity, since it is aimed at perception, creation and interpretation of artistic image; as a pedagogical activity that ensures the relations that arise between people in the transfer of spiritual and practical experience from generation to generation and includes activities of teaching, upbringing and development of students through means of artistic culture and fine arts; as a creative activity, and such that involves two types of professional artistic and pedagogical creativity: a) innovations in the field of artistic and pedagogical practice, which are based on a deep understanding of the essence of the case and the ability to apply the learning outcomes while looking for original and effective ways of solving various kinds of problems encountered in professional activities; b) innovations in the field of scientific theory and artistic and aesthetic

culture, based on the developed ability to operate with abstract categories, which eventually leads to the creation of new spiritual values (V. Orlov[1]).

Thus, under the preparation of the future teacher of fine arts, we mean synthetic activity aimed at transferring to the younger generation the experience of artistic vision, creation and embodiment in the material of the artistic image in accordance with the aesthetic principles and patterns of fine art.

Literature

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